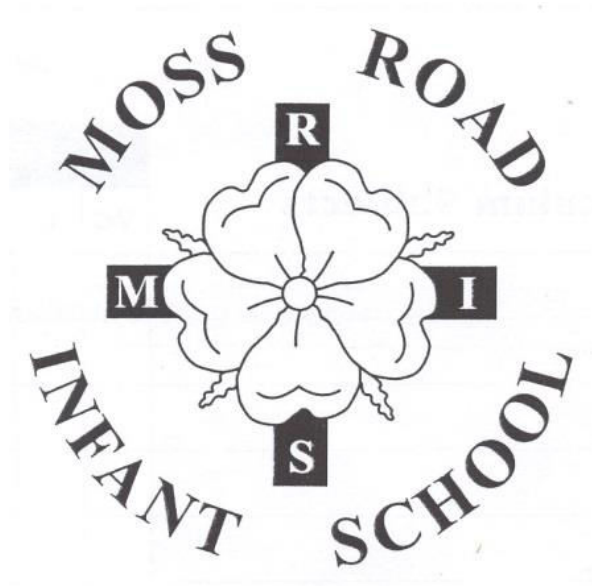


ASKERN MOSS ROAD INFANT SCHOOL



BEHAVIOUR AND EXCLUSION POLICY

Reviewed Jan 2018

Behaviour Policy

Mission Statement

1. At Moss Road Infant School we believe that good behaviour is necessary for effective teaching and learning to take place.
2. We believe in the importance of promoting positive attitudes, self-discipline and proper regard for authority and respect for people and property.
3. a) We believe that the role of parents in fostering good behaviour in their children is vital and one of the strongest links that the school can make.

b) We value parental support and aim to develop a partnership with parents in order to create conditions in which high standards of behaviour, both in and out of school can be achieved.
4. We believe in a fair and consistent Code of Conduct. All pupils will have the opportunity for good behaviour to be rewarded, but if sanctions are necessary they too will be applied fairly and consistently.

The school is committed to safeguarding and promoting the welfare of children and expects all staff to share in this commitment.

School ethos

The ethos or climate of the school is:-

1. To encourage a healthy, supportive and respectful relationship between all people in school and the wider community and to foster pupils' self-respect for each other, for all adults in school and for all visitors to the school.
2. To develop the pupils' self-esteem, self-discipline and high expectation and the joy of sharing each other's successes and giving support when failures occur.
3. To develop empathy with the child.
4. To develop a purposeful working atmosphere which indicates to all the value which we place on education and learning for its own sake and the need to make progress together.
5. To ensure that the school is clean and tidy at all times, is litter free and that everyone takes a pride in the appearance of the school.

The role of adults in school

1. Good behaviour and discipline in our school is a collective responsibility with all staff using fair and consistent strategies to ensure good behaviour.
2. To recognise that good classroom management, organisation and an appropriate curriculum is essential to ensure good behaviour.
3. Staff aim to develop good relationships with each child in her class - based on mutual trust, understanding and respect for each other.
4. Staff aim to be fair and consistent in their approach to all children.
5. To have regard to the Safeguarding and Child Protection Policy should the school suspect a child is at risk of significant harm. The school should also consider whether continuing disruptive behaviour is a result of an unmet educational or other need.
6. Governors are seen to be supporting the Head Teacher and staff in the maintenance of high standards of behaviour.
7. The Governing Body are directly involved in behavioural matters when there is an exclusion.
8. Staff will follow the staff code of conduct policy at all times
9. All measures will be taken to safeguard children, staff will adhere to the positive handling policy.

Respect of pupils and staff

1. Pupils should be valued as individuals - taking into consideration their culture, religion and social background.
2. Pupils are made aware of the need to respect others and their opinions and the contribution they make to the school and the wider community.
3. All pupils are encouraged to accept responsibilities (the implication being that they are trustworthy) within their capabilities to avoid the possibility of failure.
4. Teachers acknowledge that all children can make some positive contribution to the learning process.

Home-School Links

1. The role of parents in fostering good behaviour is vital - success, progress
- Reviewed Jan 2018

and achievement is dependent upon good behaviour and willingness to co-operate in all aspects of school life.

2. Parents are encouraged to take responsibility for their child's behaviour and support staff when problems arise.

3. Parents are encouraged to take part in the life of the school in order to re-enforce the home/school partnership, and ensure more effective learning for their child(ren).

Policy into Practice

Curriculum and Behaviour Management

1. Curriculum to be matched to pupils needs and designed to engage and motivate

2. Teacher's management and organisational skills are utilised to manage pupil behaviour:-

- i) sufficient material to keep the child fully occupied
- ii) task - appropriate, matched to ability to retain the pupil's interest
- iii) individual behaviour plan to allow a child with behavioural problems to succeed at something, however small.
- iv) Children understand that making a wrong choice does not make them a bad person. It is the action we are not happy with and must stop.

Classroom management and organisation

1. Movement about the classroom.

2. Behaviour when changing task/activity/clearing away.

3. Organisation of resources and materials.

Assembly time

1. Class teacher and Teaching Assistant accompany class to hall.

2. Teaching Assistant remains in hall (on a rota system).

3. End of assembly - bell rung. Class teacher and Teaching Assistants not in hall to go to hall and accompany class .

4. If child has misbehaved in assembly - to sit outside school office or head teacher's room at playtime for a set period of time.

Morning wet playtime

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Television with educational video/Wet playtime boxes to be available. Teacher and Teaching Assistants on duty patrol corridors if in classrooms.

Wet dinner playtimes

As per routines laid down in Guidelines for MDSA's.

Afternoon wet playtime

As per morning wet playtime.

Rules, rewards and sanctions

Our Golden Rules

1. Do be kind and helpful
2. Do be gentle
3. Do listen
4. Do work hard
5. Do be honest
6. Do look after property

Rewards

We aim to make the rewards worthwhile and achievable so that ALL children feel rewarded for their efforts. All staff have access to stickers, golden certificates etc

The following are examples of rewards given:

- Move rocket up the stars. Certain stars have a reward i.e. sticker, special snack,note home etc
- Verbal praise
- Stickers/notes home
- Class recognition

- Chosen for class responsibilities/ playtime responsibilities in Y2
- Congratulatory messages written on children's work
- Golden certificates
- Public acclaim/celebration:- with the class
 sent to another teacher
 sent to the head teacher for a special sticker
 good work assembly
- Golden certificate activity-activity folder for 1 child from each class TA on duty to make sure the children get the opportunity to do their chosen task.
- Class golden time eg -extra games/pe or table top games .
- Playground friend duties

Sanctions

These should be administered fairly but consistently so that all children understand and the rules /sanctions don't change whoever is on duty or in charge of a group. Please ensure that you are sure of the events surrounding any incident before sanctions are applied.

The following are examples of rewards given:

- A look or quiet word that an incident has been noticed.
- If generally disruptive in class ie talking, being silly, making noises etc rocket on reward system will move down (one star at a time) - Reception and KS1. Consequences of this may include time out, missing 5 mins of golden time, missing some playtime, seeing Mrs Tordoff, staff speaking to parents
- Thinking time (including Nursery) -Cooling off period - time to reflect on unacceptable behaviour either within the class room or corridor area or by the fence for a few minutes if outside.[using a sand timer if appropriate]. Opportunity given to apologise for behaviour.
- If a child is repeatedly swearing and/or refusing to do their activity they will be removed from the setting to complete their activity (including Nursery)
- **We have a zero tolerance approach towards any deliberate physical act**

that causes harm to others. Any such act either inside or outside of the classroom should immediately be followed up. If outside then the child/children involved should stand by the wall for the remainder of playtime and teaching staff informed. If inside timeout with a sand timer.

- For persistent or major incidents of mis-behaviour work in isolation for a set period of time to allow time to both calm down and then reflect. In all instances follow up support to discuss their behaviour and strategies to help them to make a new start and put things right.
- Miss golden time/games/fun activity/after schools club

After any incident the child should be encouraged to reflect on their actions and how their actions affected others. If two children are involved they should be supported in discussing their differences and coming up with a resolution. It is important to identify the true cause of the problem to enable children to work things through and move on.

Inform parents -keep a record. If the incident is serious the parents must be informed - the same day, if possible with support from the head teacher if needed.

NB We do not punish a whole group (of whatever size) for the bad behaviour of an individual in the group.

Unkind words cause just as much upset as a physical attack and children need to be supported to understand how their actions make others feel and to take responsibility for this.

Additional sanctions for persistent disruptive behaviour

1. Meeting with teacher/parent/child (could be on-going and not just an ad hoc occasion).
2. Meeting with teacher/parent/head teacher (child may or may not be present).
3. Fixed term exclusion - this would follow a severe breach of discipline. Staged process documentation would be taken into consideration.
4. Permanent exclusion - Statutory guidance to be followed.

Additional points

Good work/behaviour

A good work/behaviour assembly is held each week. Names of children receiving certificates/awards are noted in the Assembly Record Book.

Behaviour Plans and Risk Assessments

There is a system of recording behaviour and behaviour management.

Crisis management

Behavioural crises are minimised in school by the use of support staff. The head teacher or deputy head would be involved if appropriate and the child would be supported in a calm manner to spend time within a quiet environment. There the matter would hopefully be resolved. If it was felt necessary the parents would be contacted.

Exclusions

Statutory guidance on exclusion would be followed. See Appendix A

Exclusion is the strongest disciplinary measure that a school can apply. Exclusion would only be considered if breaches of discipline are very well documented over a long period and all other avenues explored .

It is very rarely used.

External support

It is recognised that the school may have adopted a number of internal strategies with varying degrees of success, but feels that there is a need for additional advice and support.

A record of incidents, strategies used and the LEA staged process for behaviour management is required prior to requesting assistance from external agencies.

Lunchtime Behaviour

Children are expected to behave appropriately at lunch times:-

- a) correct table manners,
- b) a social occasion - quiet conversation and polite behaviour,
- c) show respect and co-operate with the Mid-day Supervisory Assistants (MDSA's),

- d) to behave appropriately in the playground (i.e. follow the golden rules).

If unacceptable/inappropriate behaviour becomes a concern then children will be excluded at lunchtimes for a specified period. However, prior to this action parents should be fully informed and their views sought.

Behaviour Management

List of useful contacts

Agency

School Psychological Service
Education Welfare Officer

School Nurse

LA School Improvement

Bentley Behaviour ARC

EMTAS

Staff Development

This can be undertaken in a variety of ways:-

- a) LEA provided courses on behaviour management,
- b) visits to special units - i.e. The Arc Longtoft,
- c) outside speakers with expertise/experience in behaviour management.

If strategies/sanctions have to be employed to modify difficult behaviour then the child should always be made aware that it is the behaviour which is unacceptable and not the child as a person. The child should be assured at all times that she/he is cared for and valued but that the behaviour is not.

Appendix 1

Playtime Routines

1. All staff are responsible for ensuring that children have coats on and fastened especially when it is cold .
2. The children are only to be allowed outside once an adult is on the playground.
3. Children who are following behaviour sanctions to hold the adults hand / stand by the fence /stay inside under supervision.
4. To ensure the highest levels of health and safety there must be high levels of supervision at all times. Any child who hurts another deliberately must stand at the fence or hold the adults hand for the rest of playtime and the class teacher informed.
5. In the winter the grass is not a suitable surface to play on and children should be discouraged from going on it
6. The teacher on duty will decide if the grassed area can be used for playing during times of better weather.
7. During good weather the trees at the front are to be used for shade if necessary-these areas will need to be supervised. The trees are there for shade and not to be climbed or to have branches pulled.
8. Children need to be discouraged from going to adults at the fence for obvious safety reasons.
9. The golden rules are on display and apply everywhere in school. Children are rewarded for keeping the golden rules with certificates, stickers, class and school acknowledgement and activity rewards.
10. The benches are areas for quiet play.
11. At the end of playtime nominated monitors from Y2 ,
 - ❖ Collect the bell from Owl Classroom
 - ❖ Knock on the staffroom door to tell staff it is the end of playtime.
 - ❖ Return the bell to Owl classroom

Y2 children will be responsible for any toy boxes that have been left outside.

12. The teacher on duty will ring the bell twice. When the first bell is rung the children **must** stand still and when the second bell is rung the children **must** walk and line up in their class lines at the designated places.

13. All teachers/TA's are responsible for collecting their own children to take into the classroom. The teacher on duty should make sure that all children are safely inside before they leave the playground.

Further reading:

Positive handling policy

Staff code of conduct

Safeguarding policy

Anti-Bullying Policy